DOCUMENT RESUME

ED 279 887 CE 046 626

AUTHOR Goodman, Jane; And Others
TITLE Curriculum Guide for Employability Skills Training: Instructional Materials for Opening Doors.
INSTITUTION Michigan State Univ., East Lansing.; Oakland Univ., Rochester, Mich. Continuum Center for Women.
SPONS AGENCY Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.
PUB DATE 86
NOTE 36p.; For related documents, see ED 255 638-639.
AVAILABLE FROM Michigan Career Education and Vocational Education Resource Center, 133 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034 ($2.50).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Behavioral Objectives; *Career Education; Competency Based Education; Employer Employee Relationship; *Employment Interviews; *Employment Potential; Employment Practices; *Job Application; *Job Search Methods; Learning Activities; Lesson Plans; Records (Forms); *Resumes (Personal); Secondary Education; Self Evaluation (Individuals); Taxes; Telephone Usage Instruction

ABSTRACT

This guide contains 21 task sheets for use in helping students develop job-hunting skills. The following employability skills are addressed in the individual task sheets: compiling a list of personal attributes, identifying a list of areas of work that will provide personal job satisfaction, determining ways of reducing levels of stress, using reference materials to compile an occupational profile, investigating non-wage-related job characteristics, developing goals and determining career objectives, performing a job search, participating in an information interview, completing a social security form, using a telephone to contact an employer, completing a job application, preparing a resume, writing a letter to apply for a job, interviewing for a job, contacting a job interviewer to accept or reject a job, completing income tax withholding forms, describing performance evaluation measurements used by employers, performing a continuing education program search, analyzing career information to identify opportunities for advancement, and describing job resignation and dismissal practices. Each task sheet contains some or all of the following: duty statement, duty number, task number, task statement, achievement indicators, criteria, list of tools and equipment needed, and list of recommended resources. Student and class achievement record forms and a list of employability skills trainers are also included. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

MI86/3503

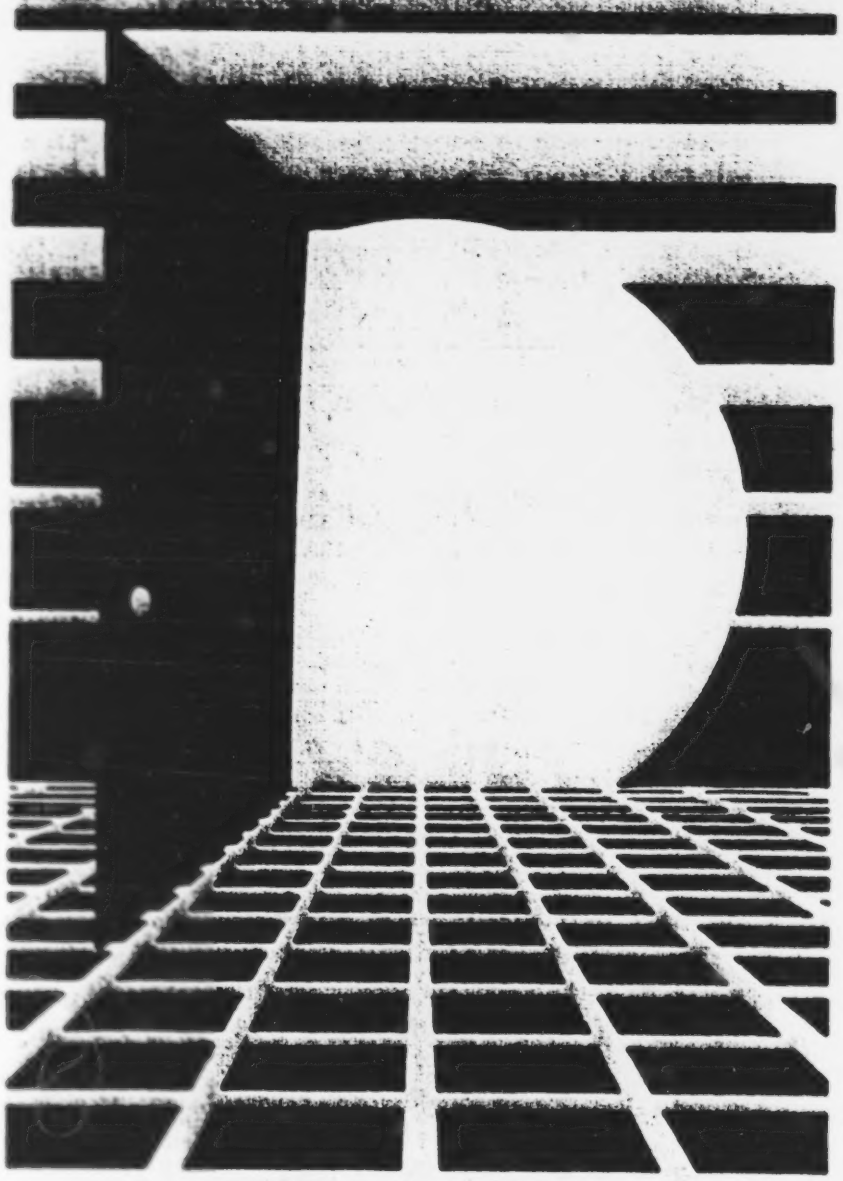
101 *

ED279887

CURRICULUM GUIDE

FOR EMPLOYABILITY SKILLS TRAINING:

APR 14 1987 REC'D



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

K Goodman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE 046626

INSTRUCTIONAL MATERIALS FOR OPENING DOORS

BEST COPY AVAILABLE

STATE BOARD OF EDUCATION

Norman Otto Stockmeyer, Sr., President

Barbara Dumouchelle, Vice President

Barbara Roberts Mason, Secretary

Dorothy Beardmore, Treasurer

Dr. Edmund F. Vandette, NASBE Delegate

Carroll M. Hutton

Cherry Jacobus

Annetta Miller

Dr. Phillip E. Runkel, Superintendent
of Public Instruction, Ex-Officio

Gov. James J. Blanchard, Ex-Officio

Prepared under a grant from the Michigan
State Board of Education, Michigan Depart-
ment of Education, Vocational-Technical
Education Service
Project Numbers 8002 and 8015

ACKNOWLEDGMENT

The Curriculum Materials were developed by the Continuum Center, Oakland University, Rochester, Michigan, and by the Michigan State University Curriculum Resource Team, Michigan State University, East Lansing, Michigan.

The materials contained in this packet have been cross referenced to Opening Doors: A Practical Guide for Job Hunting and must be ordered individually and reproduced as needed.

Duty: Using Employability Skills	**Duty No.**
	Task No. 1

Task: Perform a self-assessment, using knowledge and information, to compile a list of personal attributes.

Achievement Indicators:

The learner:	Yes	No
1. Listed work-related accomplishments -	____	____
2. Listed non-work related accomplishments -	____	____
3. Identified skills and competency attainment -	____	____
4. Identified transferable (portable) skills -	____	____
5. Determined strengths and weaknesses -	____	____
6. Described job liabilities and the effect liabilities have on employment opportunities -	____	____
7. Developed a plan to overcome job liabilities -	____	____

Criteria: Competence in the task will be recognized when the achievement indicators are successfully performed according to the instructions.

Tools and Equipment:

Resources:

Goodman, Jane, Judith Hoopin and Ronald Kent, "First Steps" in Opening Doors: A Practical Guide for Job Hunting. Continuum Center, Oakland University, 1984, pp. 7-14.

Duty: Using Employability Skills	**Duty No.**
	Task No. 2

Task: Perform a self-assessment, using knowledge and information, to identify areas of work that will provide personal job satisfaction.

Achievement Indicators:

The learner:	Yes	No
1. Listed personal job values -	____	____
2. Rated each job value -	____	____
3. Listed enjoyable activities/interests -	____	____

Criteria: Competence in the task will be recognized when the achievement indicators are successfully performed according to the instructions.

Tools and Equipment:	**Resources:** Ibid, pp. 16-20

Duty: Using Employability Skills	**Duty No.**
	Task No. 3

Task: Perform a self-assessment, using knowledge and information, to determine methods to reduce levels of stress.

Achievement Indicators:

The learner:	Yes	No
1. Identified stages of grief that result in stress -	____	____
2. Identified factors that reduced levels of stress -	____	____

Criteria: Competence in the task will be recognized when the achievement indicators are successfully performed according to the instructions.

Tools and Equipment:	**Resources:**
	Ibid, pp. 21-23

Duty: Using Employability Skills	**Duty No.**
	Task No. 4

Task: Compile an occupational profile, using reference materials, to determine the characteristics, requirements, and employment outlook of an occupation.

Achievement Indicators:

The learner:	Yes	No
1. Described:		
a. Main job duties -	____	____
b. Places of employment -	____	____
c. Physical demands -	____	____
d. Working (environmental) conditions -	____	____
e. Educational requirements -	____	____
f. Local, regional and national employment outlook -	____	____

Criteria: Competence in the task will be recognized when the achievement indicators are successfully performed according to the instructions.

Tools and Equipment:

Resources:

Dictionary of Occupational Titles (D.O.T.).
Goodman, Jane, Judith Hoppin and Ronald Kent, "Making Decisions," in Opening Doors: A Practical Guide for Job Hunting, Continuum Center, Oakland University, 1984, pp. 27-34.
Michigan Occupational Information System (M.O.I.S.)

Duty: Using Employability Skills	**Duty No.**
	Task No. 5

Task: Investigate non-wage job characteristics, using available resources, to identify significant job factors.

Achievement Indicators: The learner:

	Yes	No
1. Listed and described:		
a. Union affiliation -	____	____
b. Apprenticeship opportunities -	____	____
c. Occupational hazards -	____	____
d. Shift requirements -	____	____

Criteria: Competence in the task will be recognized when the achievement indicators are successfully performed according to the instructions.

Tools and Equipment:

Resources:

Dictionary of Occupational Titles (D.O.T.).
Goodman, Jane, Judith Hoppin and Ronald Kent. "Making Decisions," in Opening Doors: A Practical Guide for Job Hunting, Continuum Center, Oakland University, 1984, pp. 27-34.
Michigan Occupational Information System (M.O.I.S.)

Duty: Using Employability Skills	**Duty No.**
	Task No. 6

Task: Develop goals, using knowledge, to determine career objective(s).

Achievement Indicators:

The learner:	Yes	No
1. Listed short-term goals-	____	____
2. Listed long-term goals -	____	____

Criteria: Competence in the task will be recognized when the achievement indicators are successfully performed according to the instructions.

Tools and Equipment:	**Resources:**
	Ibid, pp. 30-31

Duty: Using Employability Skills	**Duty No.**
	Task No. 7

Task: Perform a job search, using information, to identify employment opportunities.

Achievement Indicators:

The learner:	Yes	No
1. Determined geographic boundaries for job search -	____	____
2. Listed types of potential places of employment -	____	____
3. Developed a list of prime sources of information concerning opportunities for employment, advertised and unadvertised -	____	____
4. Gathered information about advertised and unadvertised job openings -	____	____

Criteria: Competence in the task will be recognized when the achievement indicators are successfully performed according to the instructions.

Tools and Equipment:

Resources:

Goodman, Jane, Judith Hoppin, and Ronald Kent, "Planning the Campaign," in Opening Doors: A Practical Guide for Job Hunting, Continuum Center, Oakland University, 1984, pp. 37-47.

Duty: Using Employability Skills	**Duty No.**
	Task No. 8

Task: Participate in an information interview, using knowledge and resources, to obtain information about a job from an employer.

Achievement Indicators:

The learner:	Yes	No
1. Identified a job within the area of occupational interest -	____	____
2. Prepared a list of organizations that employ people to perform the identified job -	____	____
3. Scheduled an interview appointment with an employer at one of the organizations -	____	____
4. Prepared a list of questions for the interview -	____	____
5. Conducted the interview -	____	____
6. Prepared a follow-up letter to mail, after the interview, to the employer -	____	____

Criteria: Competence in the task will be recognized when the achievement indicators are successfully performed according to the instructions.

Tools and Equipment:	**Resources:**
	Goodman, Jane, Judith Hoppin and Ronald Kent, "Planning the Job Campaign," Opening Doors: A Practical Guide for Job Hunting, Continuum Center, Oakland University, 1984, pp. 44-45.

Duty: Using Employability Skills	**Duty No.**
	Task No. 9

Task: Complete a social security form, using information, to apply for a social security number.

Achievement Indicators:

The learner:	Yes	No
1. Contacted appropriate office to secure form -	____	____
2. Followed instructions on form -	____	____
3. Filled in each space on the form with the correct information -	____	____

Criteria: Competence in the task will be recognized when the achievement indicators are successfully performed according to the instructions.

Tools and Equipment:	**Resources:**
	"Handling the Paperwork," Employability Skills Guide #6, MSU.

Duty: Using Employability Skills	**Duty No.**
	Task No. 10

Task: Contact an employer, using a telephone, to pursue potential employment opportunities.

Achievement Indicators: The learner:

	Yes	No
1. Greeted receptionist -	____	____
2. Identified self and reason for phone call -	____	____
3. Asked to speak to appropriate person -	____	____
4. Arranged, if necessary, a time to call back -	____	____

Criteria: Competence in the task will be recognzied when the achievement indicators are successfully performed according to the instructions.

Tools and Equipment:

Resources:

Goodman, Jane, Judith Hoppin, and Ronald Kent, "Communicating with Employers," in Opening Doors: A Practical Guide for Job Hunting, Oakland University, 1984, pp. 54-57.

Duty: Using Employability Skills	**Duty No.**
	Task No. 11

Task: Complete a job application, using personal notes, to apply for employment.

Achievement Indicators:

The learner:	Yes	No
1. Followed the direction specified on the application form -	____	____
2. Filled in each space where applicable, with the correct information -	____	____
3. Used a pen or typewriter to fill in application information -	____	____
4. Filled out the application neatly -	____	____

Criteria: Competence in the task will be recognized when the achievement indicators are successfully performed according to the instructions.

Tools and Equipment:	**Resources:**
	Goodman, Jane, Judith Hoppin, Ronald Kent, "Communicating with Employers," in Opening Doors: A Practical Guide for Job Hunting, Continuum Center, Oakland University, 1984, pp. 61-64.

Duty: Using Employability Skills	**Duty No.**
	Task No. 12

Task: Prepare a resume, using personal information, to apply for a job.

Achievement Indicators: The learner:

	Yes	No
1. Listed name, address, and telephone number -	____	____
2. Identified career objective -	____	____
3. Listed work experiences -	____	____
4. Described job-related experiences -	____	____
5. Provided information about education -	____	____
6. Listed military experience, if acquired -	____	____
7. Described home/community activities -	____	____
8. Listed membership in work related organizations/ associations -	____	____

Criteria: Competence in the task will be recognized when the achievement indicators are successfully performed according to the instructions.

Tools and Equipment:

Resources:

Goodman, Jane, Judith Hoppin and Ronald Kent, "Communicating with Employers," in Opening Doors: A Practical Guide for Job Hunting, Continuum Center, Oakland University, 1984, pp. 58-59, 65-71.

Duty: Using Employability Skills	**Duty No.**
	Task No. 13

Task: Write a letter, using personal notes, to apply for a position.

Achievement Indicators: The learner:

	Yes	No
1. Included:		
a. Name, address, and phone number -	____	____
b. Date -	____	____
c. Name, title, firm, address of person to whom the letter is being sent -	____	____
d. Salutation -	____	____
2. Indicated in paragraph one:		
a. An awareness of the business -	____	____
b. A reference to an ability/skill that will benefit the company -	____	____
3. Emphasized experience, abilities, accomplishments, in paragraph two -	____	____
4. Identified strengths/special training in paragraph three -	____	____
5. Included a follow-up plan in paragraph four -	____	____
6. Included complimentary closing -	____	____
7. Signed letter -	____	____

Criteria: Competence in the task will be recognized when the achievement indicators are successfully performed according to the instructions.

Tools and Equipment:

Resources:

Goodman Jane, Judith Hoppin and Ronald Kent, "Communication with Employers," in Opening Doors: A Practical Guide for Job Hunting. Continuum Center, Oakland University, 1984, pp. 72-73.

Duty: Using Employability Skills	**Duty No.**
	Task No. 14

Task: Demonstrate appropriate dress, using a knowledge of job requirements, to comply with standards of on-the-job attire and grooming.

Achievement Indicators: The learner:

	Yes	No
1. Described and/or dressed in the attire of the appropriate occupational area, including:		
a. Grooming -	____	____
b. Health -	____	____
c. Uniforms -	____	____

Criteria: Competence in the task will be recognized when the achievement indicators are successfully performed according to the instructions.

Tools and Equipment:

Resources:

Goodman, Jane, Judith Hoppin, and Ronald Kent, "The Job Interview," in Opening Doors: A Practical Guide for Job Hunting, Continuum Center, Oakland University, 1984, pp. 77-96.

Duty: Using Employability Skills	**Duty No.**
	Task No. 15

Task: Interview for a job, using communication skills, to secure employment.

Achievement Indicators:

The learner:	Yes	No
1. Demonstrated appropriate characteristics for job applicants including:		
a. Attire -	____	____
b. Grooming -	____	____
c. Conduct -	____	____
2. Demonstrated correct usage of interviewing techniques -	____	____
3. Prepared a list of questions to ask the interviewer -	____	____
4. Prepared a follow-up letter to mail, after the interview, to the interviewer -	____	____

Criteria: Competence in the task will be recognized when the achievement indicators are successfully performed according to the instructions.

Tools and Equipment:

Resources:

Goodman, Jane, Judith Hoppin and Ronald Kent, "The Job Interview," in Opening Doors: A Practical Guide for Job Hunting, Continuum Center, Oakland University, 1984, pp. 77-96.

Duty: Using Employability Skills	**Duty No.**
	Task No. 16

Task: Contact a job interviewer, using a telephone, to accept/reject a job.

Achievement Indicators:

The learner:	Yes	No
1. Spoke with interviewer who offered the job -	____	____
2. Identified self -	____	____
3. Accepted offer, if applicable -	____	____
4. Found out starting date and time, if appropriate -	____	____
5. Rejected offer courteously and politely, if applicable -	____	____
6. Gave reason for rejection, if applicable -	____	____
7. Concluded conversation correctly -	____	____

Criteria: Competence in the task will be recognized when the achievement indicators are successfully performed according to the instructions.

Tools and Equipment:	**Resources:**
	"Getting the Job," Employability Skills Guide #9, MSU. Ibid, pp. 77-96.

Duty: Using Employability Skills	**Duty No.**
	Task No. 17

Task: Complete forms, using information, to withhold city, state and federal taxes.

Achievement Indicators:

The learner:	Yes	No
1. Completed city tax form correctly -	____	____
2. Completed state form correctly -	____	____
3. Completed federal tax form correctly -	____	____

Criteria: Competence in the task will be recognized when the achievement indicators are successfully performed according to the instructions.

Tools and Equipment:	**Resources:**

Duty: Using Employability Skills	**Duty No.**
	Task No. 18

Task: Describe performance evaluation measurements, using knowledge, to identify behavior/attitudes that employers expect employees to exhibit on the job.

Achievement Indicators: The learner:

	Yes	No
1. Listed and described the methods to achieve successful working relationships -	____	____
2. Listed and defined importance of:		
a. Reliability -	____	____
b. Punctuality -	____	____
c. Quality -	____	____
d. Quantity -	____	____

Criteria: Competence in the task will be recognized when the achievement indicators are successfully performed according to the instructions.

Tools and Equipment:

Resources:

Goodman, Jane, Judith Hoppin and Ronald Kent, "Opening the Door to Your Future," in Opening Doors: A Practical Guide for Job Hunting, Continuum Center, Oakland University, 1984, pp. 99-100.

Duty: Using Employability Skills	**Duty No.**
	Task No. 19

Task: Perform a continuing education program search, using available resources, to identify opportunities for retraining, skills upgrading, and career advancement.

Achievement Indicators:

The learner:	Yes	No
1. Described types and sources of continuing education programs for an occupation -	____	____
2. Related information to career alternatives -	____	____

Criteria: Competence in the task will be recognized when the achievement indicators are successfully performed according to the instructions.

Tools and Equipment:

Resources:

Goodman, Jane, Judith Hoppin, and Ronald Kent, "Opening the Door to Your Future," in Opening Doors: A Practical Guide for Job Hunting, Continuum Center, Oakland University, 1984, p. 101.

Duty: Using Employability Skills	**Duty No.**
	Task No. 20

Task: Analyze career information, using available resources, to identify the opportunities for advancement that exist within an occupation.

Achievement Indicators: The learner:

	Yes	No
1. Described the career stages associated with the occupational areas:		
a. Listed jobs, entry through advanced levels -	____	____
b. Gave examples of tasks that employees in the occupation are required to perform -	____	____
c. Identified tools/equipment that employees in the occupation use -	____	____
d. Made reference to the relationship of the job(s) to data, people, and things -	____	____
e. Made reference to education and/or on-the-job training needed to attain career mobility -	____	____

Criteria: Competence in the task will be recognized when the achievement indicators are successfully performed according to the instructions.

Tools and Equipment:

Resources:

Dictionary of Occupational Titles (D.O.T.).
Goodman, Jane, Judith Hoppin and Ronald Kent, "Opening the Door to Your Future,: in Opening Doors: A Practical Guide for Job Hunting, Continuum Center, Oakland University, 1984, pp. 99-102.
Michigan Occupational Information System (M.O.I.S.).

Duty: Using Employability Skills	**Duty No.**
	Task No. 21

Task: Describe job resignation/dismissal practice, using knowledge, to identify positive methods for terminating an employment situation.

Achievement Indicators: The learner:

	Yes	No
1. Described practice for resigning from a job:		
a. Gave two weeks to a months notice -	____	____
b. Specified a positive reason for leaving the employment situation -	____	____
2. Described practices for job dismissal (laid-off, released):		
a. Asked the employer for a letter of reference if laid off -	____	____
b. Talked with the employer to discover what was the problem, if released -	____	____

Criteria: Competence in the task will be recognized when the achievement indicators are successfully performed according to the instructions.

Tools and Equipment:	**Resources:**
	"Knowing the Score," Employability Skills Guide #10, MSU.

STUDENT ACHIEVEMENT RECORD

EMPLOYABILITY SKILLS TRAINING

STUDENT _____

INSTRUCTIONS:

Record the student's level of competence according to the following guide:

LEVEL	GUIDE
1	Student has been exposed to task
2	Task accomplished with assistance
3	Task accomplished to criteria by student
4	Ability to teach or demonstrate the task to others

TASK	LEVEL	DATE
A. USING EMPLOYABILITY SKILLS		
1. Perform a self-assessment, using knowledge and information, to compile a list of personal attributes.		
2. Perform a self-assessment, using knowledge and information to identify areas of work that will provide personal job satisfaction.		
3. Perform a self-assessment, using knowledge and information, to determine methods to reduce levels of stress.		
4. Compile an occupational profile, using reference materials, to determine the characteristics, requirements, and employment outlook of an occupation.		
5. Investigate non-wage job characteristics, using available resources, to identify significant job factors.		
6. Develop goals, using knowledge, to determine career objective(s).		

TASK	LEVEL	DATE
A. USING EMPLOYABILITY SKILLS (cont.)		
7. Perform a job search, using information, to identify employment opportunities.		
8. Participate in an information interview, using knowledge and resources, to obtain information about a job from an employer.		
9. Complete a social security form, using information, to apply for a social security number.		
10. Contact an employer, using a telephone, to pursue potential employment opportunities.		
11. Complete a job application, using personal notes, to apply for employment.		
12. Prepare a resume, using personal information, to apply for a job.		
13. Write a letter, using personal notes, to apply for a position.		
14. Demonstrate appropriate dress, using a knowledge of job requirements, to comply with standards of on-the-job attire and grooming.		
15. Interview for a job, using communication skills, to secure employment.		
16. Contact a job interviewer, using a telephone, to accept/reject a job.		
17. Complete forms, using information, to withhold city, state and federal taxes.		
18. Describe performance evaluation measurements, using knowledge, to identify behavior/attitudes that employers expect employees to exhibit on the job.		
19. Perform a continuing education program search, using available resources, to identify opportunities for re-training, skills upgrading, and career advancement.		
20. Analyze career information, using available resources, to identify the opportunities for advancement that exist within an occupation.		
21. Describe job resignation/dismissal practice, using knowledge to identify positive methods for terminating an employment situation.		

CLASS ACHIEVEMENT RECORD

NAME TASK No.																																

TRAINERS FOR EMPLOYABILITY SKILLS

John Argeropoulos
Counseling Department
Northern Michigan University
Marquette, MI 49855
Ph. 906/227-2800

John Backstrom
Coordinator, Vocational Education Counseling & Placement Services
Center for Occupational Education
School of Education
Ferris State College
Big Rapids, MI 49307
Ph. 616/796-0461, ext. 5708

Gertrude Bonaparte
Department of Education
Vocational-Technical Education Services
P.O. Box 30009
Lansing, MI 48909
Ph. 517/373-0815

Linda Forrest
Associate Professor
Counseling Center
Michigan State University
East Lansing, MI 48824
Ph. 517/355-8270

John Geisler
Counseling Psychology
3109 Sangren Hall
Western Michigan University
Kalamazoo, MI 49008
Ph. 616/383-1975

James Godell
Department of Office Administration and Business Education
Northern Michigan University
Marquette, MI 49855
Ph. 906/227-2900

PROJECT PERSONNEL

Jane Goodman
Continuum Center
478 O'Dowd Hall
Oakland University
Rochester, MI 48063
Ph. 313/370-3033

Judy Hoppin
Continuum Center
478 O'Dowd Hall
Oakland University
Rochester, MI 48063
Ph. 313/370-3033

The two individuals listed above should be contacted first to arrange for training, or any other persons on this list may be contacted.

Joann Minor-Holbert
Associate Professor
Theoretical and Behavioral Foundations
315 College of Education
Wayne State University
Detroit, MI 48053
Ph. 313/577-1613

Jack Humbert
Consumer Resources and Technology Department
Tripme Building
Western Michigan University
Kalamazoo, MI 49008
Ph. 616/383-0953

Dr. Tommie Johnson
Associate Professor
Business and Distributive Education
269 College of Education
Wayne State University
Detroit, MI 48202
Ph. 313/577-0959

Katherine Manley
Graduate Faculty
Center for Occupational Education
School of Education
Ferris State College
Big Rapids, MI 49307
Ph. 616/796-0461, ext. 5744

H. James Rokusek
Department of Business and Industrial Education
14 Sill Hall
Eastern Michigan University
Ypsilanti, MI 48197
Ph. 313/487-4330

Paul Slocum
Department of Teacher Education
Michigan State University
East Lansing, MI 48824
Ph. 517/353-6450

John Waidley
Counseling Department
13 Boone Hall
Eastern Michigan University
Ypsilanti, MI 48197
Ph. 313/487-3270

MATERIAL ORDER FORM

In order to assist persons planning for Employability Skills Training Workshops, material order forms are provided. You may duplicate these forms as needed.

A. OPENING DOORS - May be ordered from the Continuum Center, Oakland University. You should plan to allow approximately 10-14 days for delivery. Use Order Form "A" or call (313) 370-3033.

Cost Single copies - $5.00
$4.50 for 20 or more books in any combination of the two titles

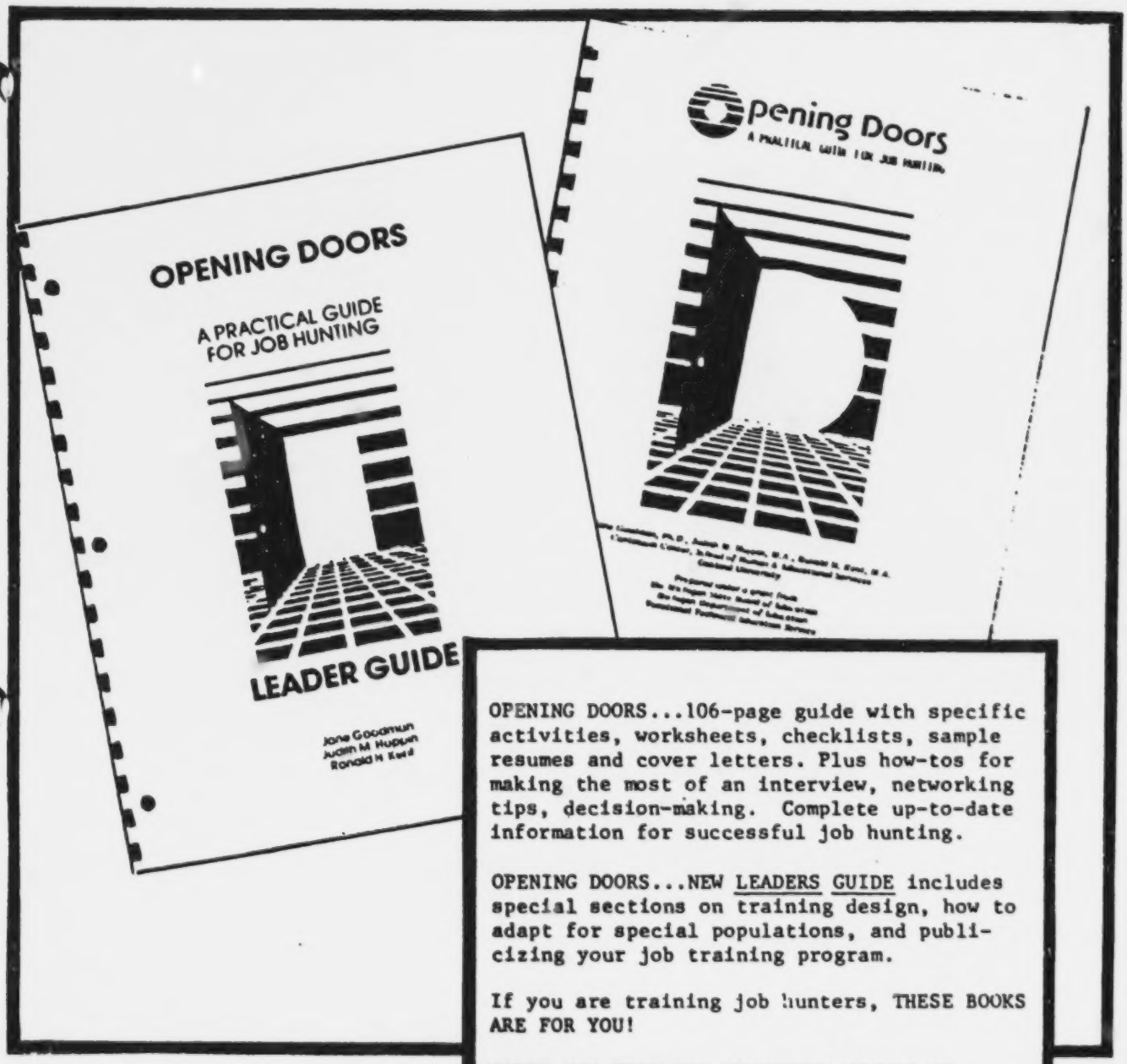
Make checks payable to Oakland University

B. TRANSPARENCIES - May be ordered from the Michigan Vocational Education Resource Center, Michigan State University. You should allow approximately 20 days for delivery. Use Order Form "B" or call (1-800) 292-1606.

Cost Set of nine overhead transparencies - $55.00

Make checks payable to: Michigan State University

C. CURRICULUM TASK SHEETS - May be ordered from the Michigan Vocational Education Center, Michigan State University. You should allow 10-14 days for delivery. Use Order Form "C" or call (1-800) 292-1606.



OPENING DOORS...106-page guide with specific activities, worksheets, checklists, sample resumes and cover letters. Plus how-tos for making the most of an interview, networking tips, decision-making. Complete up-to-date information for successful job hunting.

OPENING DOORS...NEW LEADERS GUIDE includes special sections on training design, how to adapt for special populations, and publicizing your job training program.

If you are training job hunters, THESE BOOKS ARE FOR YOU!

ORDER NOW FROM THE CONTINUUM CENTER OF OAKLAND UNIVERSITY.

SEND COMPLETED FORM TO:

CONTINUUM CENTER
OAKLAND UNIVERSITY
ROCHESTER, MI 48063

MAKE CHECKS PAYABLE
OAKLAND UNIVERSITY

Please send me_____copies of OPENING DOORS Users Guide @ $5.00

_____copies of OPENING DOORS Leaders Guide @ $5.00

($4.50 for 20 or more books any combination of the two titles)

NAME_____

TOTAL $_____

ADDRESS_____

CITY_____STATE_____ZIP_____

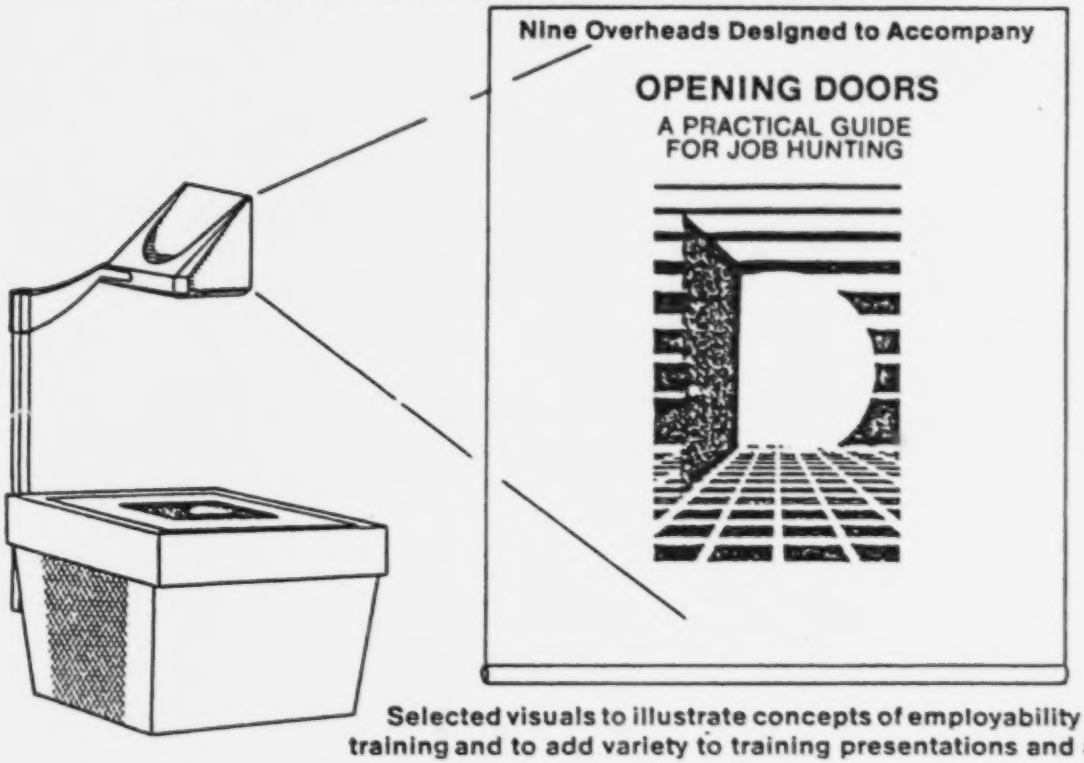
ORGANIZATION_____

Special Instructions:

Date of Workshop

Allow 10-14 days for shipping

For Professionals and Paraprofessionals Training Job Seekers
For Trainers who Train Other Professionals



Selected visuals to illustrate concepts of employability skills training and to add variety to training presentations and activities.

A FULL SET CONTAINS:

1. **OPENING DOORS cover and logo as an introduction to training materials**
2. **State Board of Education**
3. **The History of the Employability Skills Training Project — a flow chart that indicates how the materials were developed, including employer and other expert input. For establishing credibility.**
4. **Six Steps to a Successful Job Search — includes six overlays that give an overview of a successful job hunt sequence, including self-assessment, making decisions, planning the job campaign, communication with employers, the job interview and job retention.**
5. **Emotional Reactions to Job Loss — includes seven overlays that illustrate each step of reactions to job loss.**
6. **Transferable Skills — to use when illustrating and actually doing a skill identification in the training.**
7. **The Interview – What to Expect — five overlays that illustrate the major components of the job interview.**
8. **Putting the Pieces Together A & B. Two overheads to use to summarize or close a training or an employability skills class. Illustrates the various components and how they fit together for a successful job search.**

ORDER FORM:

SEND INVOICE TO: P.O. # _____ SEND MATERIAL TO Please Type or Print

Name and Title _____ Name and Title _____

Agency/Organization _____ Agency/Organization _____

Street Address _____ Street Address _____

City State Zip City State Zip

Phone # _____ Phone # _____

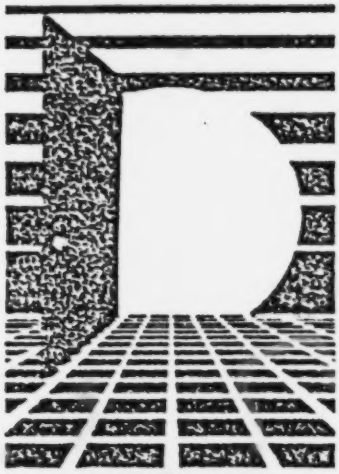
Please send me _____ set(s) of nine overhead transparencies designed to accompany OPENING DOORS: A PRACTICAL GUIDE FOR JOB HUNTING @ $55.00 (Sales to schools — no tax. Sales to individuals — 4% tax) TOTAL $ _____

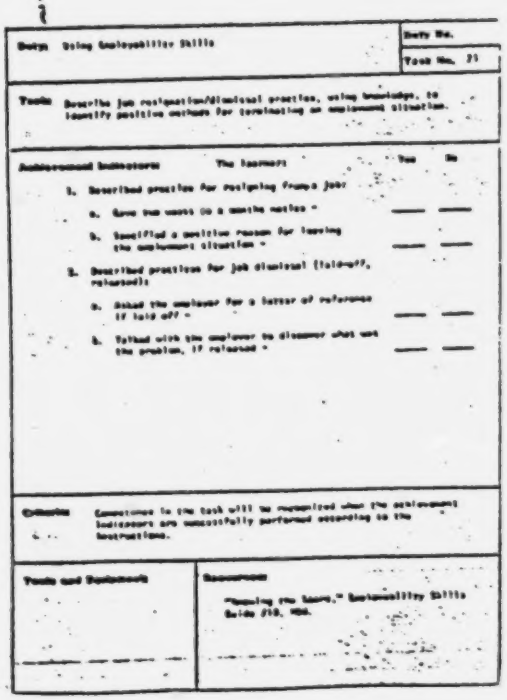
Attach check, money order or purchase order payable to Michigan State University

Call Toll Free in Michigan
1-800-292-1606 or 1-(517) 353-4397

SEND TO: Michigan Career Education and Vocational Education Resource Center
133 Erickson Hall, Michigan State University, East Lansing, Michigan 48824-1034

C





CURRICULUM GUIDE FOR EMPLOYABILITY SKILLS TRAINING: INSTRUCTIONAL MATERIALS FOR OPENING DOORS COST $2.50

SPECIAL INSTRUCTIONS

DATE OF WORKSHOP

_____

ALLOW 10-14 DAYS FOR SHIPPING

CURRICULUM TASK SHEETS

21 Task Sheets for use in teaching Employability Skills (Job Hunting Skills). Each sheet contains Learner Achievement Indicators, Success Criteria and Resources. Task Sheet contains a Cross Reference to OPENING DOORS: A PRACTICAL GUIDE FOR JOB HUNTING Cross Referenced with Vocational Education Curriculum

---

ORDER FORM: Send Invoice to: P. O. # _____ Ship Materials to:

_____ Name/Title

_____ Agency/Organization

_____ Street Address

_____ City State Zip

Phone # _____

_____ Name/Title

_____ Agency/Organization

_____ Street Address

_____ City State Zip

Please send _____copies of CURRICULUM GUIDE FOR EMPLOYABILITY SKILLS TRAINING: INSTRUCTIONAL MATERIALS FOR OPENING DOORS @ $2.50 each

Attach check, money order or purchase order payable to MICHIGAN STATE UNIVERSITY

SEND TO: Michigan Career Education and Vocational Education Resource Center
133 Erickson Hall, MSU, East Lansing, MI 48824-1034 - or call: 1-800-292-1606 in MI
1-517-353-4397

Important Phone Numbers:

Employability Skills Training (EST) Project

Dr. Jane Goodman, Director
Ms. Judy Hoppin, Staff Member
(313) 370-3033

Source of Help: General information and some materials

Vocational Education Counseling & Placement Services Project

Mr. John Backstrom, Director
(616) 796-0461, Ext. 5708 or 1-800-372-6233 (Toll-free number)

Source of Help: Information about reimbursement

Vocational Education Resource Center

Ms. Gloria Kielbaso, Director
(517) 353-4397 or 1-800-292-1606 (Toll-free number)

Gertrude Bonaparte (General Information)

(517) 373-0815

Mary Brown (Vocational Teacher Education Grants)

(517) 373-3365

MICHIGAN STATE BOARD OF EDUCATION
STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW

The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap shall be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.